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ABSTRACT

Current developments in consumer and homemaking education, vocational home economics, and teacher education have been selected from those presented at the 1969-70 workshops on vocational home economics education sponsored by the Division of Vocational and Technical Education and from home economics personnel in various states. Consumer and homemaking education curriculums are being adapted to consider the dual role of homemaker and job holder, greater attention is being given to professional leadership development, and programs are being revised to give greater emphasis to consumer education, nutrition education, child development, and family life. Changes in programs for youth and adults have led to changes in teacher education at the preservice and inservice levels. Occupational home economics programs will continue to grow as advisory groups from community agencies, businesses, and industries help identify new career opportunities for paraprofessionals in the human service occupations. (SB)

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CURRENT DEVELOPMENTS

IN

VOCATIONAL HOME ECONOMICS EDUCATION

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FOREWORD

This report describes selected current developments in vocational home economics education--consumer and homemaking education and occupational home economics--and in teacher education. It includes developments selected from among those presented at the 1969-70 workshops on vocational home economics education, sponsored by headquarters home economics education staff and regional staffs of the Division of Vocational and Technical Education, and those obtained from home economics education personnel in various States.

An attempt has been made to choose examples of effective developments in programs which present new ideas, and which also might suggest new ways to expand and improve vocational home economics offerings at the secondary, postsecondary, and adult education levels.

The Service Branch would appreciate information from readers on other effective developments in vocational home economics education which might be described as models.

Dr. Mary Lee Hurt, Senior Program Officer, Home Economics Education, compiled this report.

Arthur Lee Hardwick
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and Technical Education

September 1970

CURRENT DEVELOPMENTS IN VOCATIONAL HOME ECONOMICS EDUCATION

As a result of the Vocational Education Amendments of 1968, programs in vocational home economics education at the secondary, postsecondary, and adult education levels are being expanded to reach youth and adults--males and females--who have varied educational and occupational goals, interests, and needs. Part F of the legislation stipulates that these programs should give greater consideration to social and cultural conditions affecting individuals and families, and to professional leadership development in home economics education.

Since our society is consumer-oriented, Part F of the legislation specifies that home economics education programs should include consumer education. A program of consumer and homemaking education was authorized, because such a program can help to insure stability for employment, up-grade the quality of family life, and prepare persons for the dual role of homemaker and wage earner. In addition, it stipulated that programs with new approaches should be developed specifically for individuals and families in economically depressed areas or in those with high unemployment rates.

The Vocational Education Act of 1963 gave impetus to the development of occupational home economics programs, which are being strengthened and expanded under the 1968 legislation. These programs are designed to equip persons for employment in the current and emerging occupations which relate to home economics education.

CONSUMER AND HOMEMAKING EDUCATION

Expansion of Consumer Education

Conferences, regional meetings, workshops, and curriculum development activities are being sponsored by all States to update home economics teachers in the content and teaching methods needed for expanding and enriching the consumer education aspect of homemaking education programs.

In Louisiana, a 4- to 8-week unit in consumer education is included in each homemaking course offered in the high schools. Consumer education is offered for a semester with family living at the other semester of a full-year course for 11th- and 12th-grade students.

A consumer education unit is included early in the year in each homemaking course offered in the secondary schools in Arkansas. Additional aspects of consumer education are integrated in the units on food and nutrition, home management, housing and home furnishings, textiles and clothing, child development, and family relations and family health.

Television programs on consumer education have been offered monthly this year in Oklahoma under the sponsorship of the home economics education staff of the State department of education. A series of 5-minute radio programs sponsored by the home economics education staff in South Carolina have focused this year on the theme, "Buying on Little Money." Three

programs were planned especially for senior citizens.

A mobile unit brings an instructor and learning materials for teaching consumer education to migrant homemakers in South Florida. This unit is sponsored by the home economics education staff in the State department of education. Mobile units go from neighborhood to neighborhood surrounding the area vocational technical school in rural Waycross, Ga., and throughout the mountainous areas of the State. They provide classroom space, an instructor, and learning materials in consumer and homemaking education for individuals and families in sparsely populated areas.

Home economics teachers in Florida, Minnesota, Wisconsin, and Pennsylvania have developed individualized learning packets on consumer education which permit students to learn at different rates.

In Maryland, a new staff member with special background in consumer education has been added to the home economics education staff. Under her leadership, video-tapes on "How to Buy" have been developed in one county for teachers. In another county, seventh- and eighth-grade students are enrolled in a semester course entitled "consumer arts."

At the 1969 Ohio State conference, 29 home economics teachers volunteered to conduct pilot projects on expanding consumer education as a part of the curriculum. They worked throughout the 1969-70 school year with other teachers in their regions. Several inservice conferences for these teachers were sponsored by the home economics education staff in the State department of education. Their suggestions for teaching consumer education will be reviewed and compiled into a curriculum guide. In Kentucky, 15 pilot projects got underway. One consumer education unit was developed on "Use of Consumer Credit" and another on "Money-Go-Round" for adults who live in economically depressed areas.

In New Mexico, five mini-grants, made available by the State Research Coordinating Unit for Vocational Education, were awarded to teachers to conduct small studies on consumer education. One teacher selected to study, "Consumer Education and the Teen-age Girl;" another, "Consumer Education in the Elementary School;" and a third, "Consumer Education for Welfare Families." In North Dakota, the Future Homemakers of America (FHA) conducted a survey on the earnings of teenagers. It showed that the teenagers handle large sums of money, purchase their clothes, own and operate cars, and therefore have a real need for instruction in consumer education and money management. In Seattle, Wash., home economics students in a high school consumer education course sponsored a seminar on consumer education for the other students. They felt that what they had learned about consumer education was valuable enough to be shared with the other students.

High school students in San Diego, Calif., who had studied consumer education in their homemaking classes, help to teach consumer education in local shopping centers to groups of shoppers. The San Diego public schools sponsor this activity as part of the adult education program. In Los Angeles County, students apply what they learn about consumer education by helping to teach Head Start parents.

Short lessons on various consumer education topics are included in every adult class in homemaking offered in the Emily Griffith Opportunity School in Denver. A short case story introduces the topic for each lesson which is followed by class discussion, ending with a summary of the generalization learned that day.

In Omaha, Nebr., a "Consumer Education Center," sponsored by the Adult Education Department of the Omaha public schools, provides help to individuals and families on consumer problems. A telephone information service has been set up for those who cannot come to the center.

In the family life management course offered to 12th-grade students in Idaho schools, each student selects a job or career he or she may enter and works on the consumer education and money management problems he may encounter. They begin with a realistic income and work with the money management problems that young working couples usually have in getting established in their homes.

Postsecondary students in area vocational technical schools in Georgia have the opportunity to secure help as consumers while studying a newly designed course entitled "Consumer and Family Life Skills." Groups of students in electronics, practical nursing, auto mechanics students, and so forth, may enroll in this course for a semester or one year, depending upon the school's schedule. Home economics teachers employed to teach this course also work part time in the community adult classes for homemakers.

Semester courses in consumer education and money management have been offered as a part of consumer and homemaking programs in secondary schools in some States for several years. Such courses are expanding rapidly in other States. In most instances they are available on an elective basis to all high school students. In a few States, consumer education courses are being developed and taught cooperatively by home economics, social studies, and business education teachers.

Preparation for the Dual Role of Homemaker and Wage Earner

Junior high school students--boys and girls--look realistically at their futures when they enroll in homemaking courses in Arizona where they discuss the kinds of things they can do together to help in the home.

Many States offer family living courses for 11th- and 12th-grade students in which boys and girls discuss the adjustments to be made when both husband and wife are employed. Such questions as how to use the money both earn, how to get the housework done, what to do with the children provide the basis for part of the discussion on the dual role of homemaker and wage earner.

The guide developed for Alabama teachers on Extended Experiences in Home Economics for Living and Earning includes suggestions for learning and evaluating experiences to help students with self-development, and for developing competences needed to fulfill the role of homemaker, worker, and community member.

Prospective home economics teachers in a Home Economics College Club Workshop in South Carolina discussed how preparation for a career in home economics prepares one not only for the homemaking responsibilities and family life but also for a professional career.

Postsecondary students in Georgia looked realistically at the responsibilities of managing a home, family, and a job outside the home in a course "Consumer and Family Life Skills," offered at the area vocational technical schools.

All occupational home economics courses offered in New York, New Jersey, and Florida include units on preparing for the dual role. Topics such as these are discussed: factors to consider when deciding to work outside the home, management of money on two incomes, management of the home with limited time, child-care arrangements, responsibilities of husband and children, personal rewards from working.

Home economics teachers in Oklahoma cooperate with adult basic education instructors in preparing class members, who intend to enter the world of work, for the dual role of homemaker and employee.

In Louisiana, an inservice program made up of a series of workshops, on the demands of the dual role, was offered by home economics education staff members to over 300 women employed in the State Department of Education.

Increased Emphasis on Nutrition Education

In response to our country's need for increased emphasis on nutrition education, home economics educators at the State and local levels are joining with other agencies in sponsoring various types of nutrition education activities.

In South Carolina, home economics education staff members helped to conduct the Governor's Second Conference on Nutrition. In addition, they cooperate with other agencies in a four-county pilot program on "Getting Your Money's Worth with Food Stamps." Home economics teachers develop the lessons and work with home economics extension workers and representatives of county health and welfare departments in reaching individuals and families using food stamps. How to use food stamps and commodity foods to maximum advantage is included in courses and units on foods and nutrition in most consumer and homemaking programs offered in secondary schools throughout the Nation.

The home economics education staff in the Tennessee Department of Education has worked as members of the State Nutrition Council in setting up county and local committees on nutrition education throughout that State.

In Oklahoma, staff members in home economics education in the State department of education and the State welfare and public health departments cooperate in a number of projects. Home economics teachers also help with nutrition education programs in elementary schools.

Texas was the first State to participate in the National Nutrition Survey of the U.S. Public Health Service. A committee on nutrition education has been active in this State. It has conducted a survey on nutrition education in the schools, from kindergarten through the adult education level, the results of which are to be presented to the Senate Select Committee on Nutrition and Human Needs, chaired by Senator McGovern. Some home economics teachers have time in their schedules to counsel with community people on nutrition problems. The Austin, Texas., television station presents "shorts" in Spanish; each one teaches a concept in nutrition.

The Utah State supervisor of home economics education serves on a 12-member State Nutrition Education Committee appointed by the Governor. This committee coordinates all the nutrition education activities in the State.

In Omaha, Nebr., aides are trained by home economics teachers in the adult education program to help teach nutrition and consumer education. They are hired by the board of education to assist adult education teachers or they may assist individuals and families in neighborhood centers with personal and home management problems.

Future Homemakers of America

Future Homemakers of America (FHA), with its approximately 600,000 members, is the largest organization for youth in the secondary schools. Its current program of work offers opportunities for learning experiences which supplement and enrich other experiences offered in consumer and homemaking education and, to some degree, occupational home economics. FHA advisers and members have been busy this past year implementing the new program of work and planning programs and projects as an integral part of the home economics education program offered in the schools. The objectives set up in the national program of work are:

1. To strengthen bonds within the family and between the family and community. Projects focus on:

   -- Our future as homemakers
   -- Stable home--stable life
   -- Make time work for you
   -- Decisions that count

2. To help youth comprehend the problems of society and contribute to their solutions. Projects focus on:

   -- To dare is to care
   -- Our world--a growing heritage
   -- Preparedness--the key to opportunity

Each FHA chapter plans a program which incorporates suggestions from the national program of work and finds ways to make it an integral part of the school's total home economics program. Most States use local, district, and State FHA meetings as an opportunity to encourage interest in home economics professions, one of the stipulations of Part F of the Vocational

Education Amendments of 1968. Speakers, field trips, class discussions, and close association with the FHA adviser help FHA members to become acquainted with the various occupations and careers in home economics.

In some States, students in occupational home economics programs are organizing FHA chapters. In Minnesota, thought is being given to adapting the program of work and planning programs and projects to enrich occupational home economics curriculums. Boys and girls participate in chapter activities.

Consumer and Homemaking Education Programs in Economically Depressed Areas

States are initiating new consumer and homemaking education programs and exisiting ones are being revised and expanded to meet the needs of economically disadvantaged youth and adults, many of whom live in depressed rural areas and the urban ghettos. The Vocational Education Amendments of 1968 stipulated that "at least one-third of the Federal funds made available under this section (Part F) shall be used in economically depressed areas or areas with high rates of unemployment for (consumer and homemaking education) programs designed to assist consumers and to help improve home environments and the quality of family life." Depressed areas have been identified in each State. In some States, programs are being adapted to meet the specific needs of persons and families who live in rural areas; other States concentrate on inner-city residents. For these programs to be effective in depressed areas, whether rural or urban, they must provide each student with more individual help than the regular secondary or adult education programs. Classes on the secondary level must be smaller than the average, and small group and one-to-one, teacher-student relationships are essential in working with adults to help them gain confidence in themselves and to provide the help needed to cope with the complex daily problems they have as individuals or in family life.

In Ohio, the decision was made to concentrate on planning or improving junior high school (grades 7-9) programs for inner-city girls and boys and adult education programs for the homemakers who live in public housing. The "Impact Program" for junior high school students is underway in Cleveland and will be introduced to schools in other inner-city areas in Ohio. Students from economically depressed areas are recommended by teachers and counselors to enroll in the Impact Program which offers consumer and homemaking courses suited to their needs and backgrounds. Each teacher has no more than 60 students, provides special counseling, visits their homes, and works with their families. The 11 teachers in the program participated in a 1969 summer curriculum development workshop, sponsored by the home economics education staff of the State Department of Education. The new courses emphasize (a) self-development, family development, and community involvement, (b) managing the dual role of homemaker and wage earner, and (c) orientation to employment. To provide opportunities for parents of the students and other adults to gain help with home and family problems, a mobile unit began serving different neighborhoods in the spring of 1970. The unit contains a clothing, food service, and nursery school area; organized classes are held with a teacher to coordinate the program with the help of two Impact aides. Reference materials and equipment such as portable sewing machines are available for loan.

In Harrisburg, Penn., a pilot project in consumer and homemaking education for seventh- and eighth-grade students from a depressed area was conducted during 1969-70. This special course based its content on the responsibilities which the students were expected to assume at home. These included doing the laundry at home or at the laundromat, using food stamps and shopping in a supermarket and using commodity foods in planning family meals. The course will be introduced in other inner-city schools in Pennsylvania.

Sixty percent of the home economics teachers in Arkansas are already teaching in depressed areas. In that State emphasis has been given to developing curriculum and teaching materials especially adapted to the needs and backgrounds of youth and adults from depressed areas. Each teacher offers an adult class and relies on paraprofessionals from the neighborhoods to contact and invite homemakers to the class and also to assist them with problems in the home.

A large proportion of the teachers in New Mexico also work in depressed areas, particularly in the northern part of the State where many families have very limited incomes. Efforts are being made to offer programs which build on the cultural patterns of the people, such as using traditional foods to teach nutrition and economy in planning family meals.

In Florida, male and female migrant workers enroll in consumer and homemaking classes as well as in occupational home economics classes. In one community, the county nurse helps the home economics teacher to contact migrant families and involve migrant families in educational programs. Spanish-speaking teacher-aides have been used to help home economics teachers communicate with Cuban families.

Eskimo women in Alaska have participated in lessons on foods and nutrition which have been adapted to their culture. They have asked for lessons on consumer education and home management. A home economics extension specialist has developed programmed instructional packaged lessons on food preservation, nutrition, and home furnishings for people who have less than a high school education. Teachers send these lessons to homemakers who live in remote, depressed areas.

In South Dakota, a special effort is being made to bring consumer and homemaking education to homemakers on the Indian reservations. Teachers study cultural patterns and adapt teaching materials to the needs of these families.

In New Britain, Conn., the "Consumer Education Series for Puerto Ricans" were held on Sunday afternoons. Programs and materials were presented in Spanish for ease in comprehension by the 75-100 husbands and wives who attended.

In Colorado, the consumer and homemaking programs in one secondary school and adult education programs in depressed areas have been selected for special attention. San Luis, a small Spanish-American community in southern Colorado, is one of the communities with the lowest economic level in the State. Adaptations in the secondary program are being made here. The home economics teacher knows all the families in the community, their traditions, and family life styles. Most of the girls in the school enroll for 3 years of homemaking education and all senior girls and boys enroll in a

family living course. Adaptations are being made in the curriculum to help students appreciate their cultural heritage, and to teach them how people live in other parts of the State since most have to leave their community to secure jobs. The home economics education program is also being expanded to include a few occupational preparation courses.

A new approach in adult education is being tried in another Spanish-American community, Antonito, Colo. Here a series of adult education courses in consumer and homemaking were offered to adults in the immediate and surrounding small communities. Among the enrollees in each course were two persons called home visitors and recruiters. They were selected from the several neighborhoods outside Antonito. After completing the course, and with the help of the local program coordinator, the home visitors and recruiters are recruiting adults from the neighborhood in which they live. They arrange for meeting places, teach the classes in which they had participated as learners, and gather evidences of learning. During the 1969-70 school year, 145 men and women participated in these classes.

For a number of years adult education programs in consumer and homemaking education have been offered for homemakers in public housing centers. The programs in Dallas and El Paso, Tex., are among the oldest, and have become part of the State's program for families in depressed areas. Programs are also now underway in many other cities. In Dallas, 11 full-time home economics teachers served 6,372 families in 10 public housing projects and neighborhood communities during the 1969-70 school year. Each year a contract is executed between the local Public Housing Authority and the Dallas Independent School District. It stipulates that the Housing Authority reimburse the school district for one-fourth of the salaries of teachers and furnish teaching space in the community center, janitorial service, and a small budget for teaching materials. The school district pays the remaining portion of the salaries. Teachers work with family members in groups and individually at the center and in the homes. Cooperative play schools and day-care nurseries are available for the children, offering opportunities for personnel to study child development as well as care for the children of mothers who attend classes in consumer and homemaking education.

In Cleveland, Ohio, adult programs in consumer and homemaking education are offered in 11 public housing units. Programs in seven other Ohio cities have been initiated. Group and individual instruction is given to homemakers on foods and nutrition, clothing construction, renovation and care of clothing, upholstery and home furnishings, housekeeping, consumer education, and child development. A nursery school is provided for each housing unit. Connectors, who are homemakers from the neighborhoods, assist teachers in recruiting individuals for group instruction and in working with families in their homes. In one of the new housing centers in Cleveland, all prospective tenants, before moving in, must complete a course in consumer and homemaking education on how to take care of home furnishings and equipment and how to make maximum use of resources available to them.

Home economics teachers and the home economics extension leader work together in offering educational programs for tenants of the five public housing developments in Columbia, S.C. A home economics extension program is offered in one development and home economics teachers offer the program in the others as part of the public school's adult education program.

A clinic-type program in consumer and homemaking education is offered in one of the housing units in Pittsburgh, Penn. Homemakers come to the center whenever help is needed. Arrangements are made for the care of the children while mothers secure help from the teachers.

In Tacoma, Wash., under the leadership of the Tacoma Community College, one program in consumer and homemaking education is being offered at a housing center. Another is offered two or three mornings a week at neighborhood locations such as churches, homes, and community centers to families of low-income servicemen who represent different racial and cultural groups. The lessons begin with the study of foods and nutrition which are of interest to all, and lead into consumer education and other areas of homemaking education as needed. The foreign-born wives of servicemen especially appreciate the help they gain with food preparation and consumer education.

Consumer and homemaking education courses are offered two or three afternoons a week to homemakers who live in the largest public housing center in Augusta, Ga. The courses are taught in the housing center's community building by a teacher from the area vocational-technical school for post-secondary students. The economically depressed regions near the area school have been designated for these services as part of Georgia's program for reaching individual families in depressed areas who need consumer and homemaking education. The Housing Authority furnishes the space and encouragement for the adult education program, the Family and Child Services Department of Augusta provides for supervision of children while mothers are in class, and the local recreation department furnishes transportation to class for those who need it.

Programs in consumer and homemaking education are also being taken to the people in Arizona. One is offered in a house trailer on an Indian reservation. A trained paraprofessional from the reservation offers group and individual instruction. Another course is offered at the Salvation Army Center. In a program offered in cooperation with the Welfare Department, women enrolled in the WIN (Worker Incentive) program receive help in consumer education, money and home management, nutrition and meal planning, and care and guidance of children before they enroll in the skill training courses. Programs are also offered in community centers in public housing units in Phoenix, Tucson, and Flagstaff. Paraprofessionals who are bilingual help the teachers with group instruction and give individual helps for families in their homes.

In New York State, Women's Creative Workshops (name varies with community) have been set up in depressed areas in 18 major cities and two rural areas. One rural area is being served with a mobile unit. During 1968-69 the first center was piloted in Albany; during 1969-70 other centers were developed. They are sponsored by the local board of education and the Home Economics Bureau of the State Education Department. In each local

community an advisory committee is set up with representation from public health and welfare agencies, the school, the board of education, and homemakers from low-income neighborhoods. This committee makes the decisions about the location and operation of the center. It surveys the needs of low-income families to determine the programs to be offered. In addition, it helps furnish the center and publicizes the program to local families. The programs are designed to help people help themselves. Among those requested have been home sewing and clothing alterations; home decorating, making practical accessories, and furniture refinishing; personal beauty skills such as hair setting and home permanents; and meal planning and preparation using food stamps and federally donated foods with emphasis on careful food budgeting. Homemakers come to the center and stay for as long as desired. They are offered group or individual instruction.

The program is under the direction of a teacher-coordinator who is assisted by a teacher-aide and other teachers--women and men--as needed. A teacher and an aide at the nursery school provide day care for the children and instruction in child care and guidance. The programs are offered year-round to participants. They are offered in many places within the community--an apartment in a low-income neighborhood, a room (with a separate entrance) in a junior high school building, and a basic education center. In one community the program moves about, from a laundromat to churches, and to other places within or near low-income neighborhoods.

The center in Albany opened in the spring of 1969 with only a few homemakers participating, but by the end of the first year it had an enrollment of over a hundred. Some homemakers come and stay all day, several days each week; others come for only an hour or two, once in a while. Program offerings are changed to suit any additional needs of the homemakers.

In Chicago, community centers are located in some of the high schools. "Skill mobiles" are moved from neighborhood to neighborhood to supplement the parent-child centers in the schools. Homemakers come for help with their home and family problems in groups or as individuals.

Family and Consumer Learning Centers are also being set up in depressed areas in the major cities in New Jersey under the sponsorship of the adult education programs in the local school districts and the State department of education. A program coordinator is in charge of developing the program offerings, a trained person is in charge of the attached day-care centers, and recruiters reach out into the neighborhoods to invite homemakers to participate in the program. Some of the center programs are offered in cooperation with the Model Cities program.

Two demonstration programs have been conducted in cooperation with Model Cities programs in Oregon. Personal development and consumer education are two areas of special interest to the homemakers enrolled. One problem faced in that State has been finding teachers with the needed qualifications. In Des Moines, Iowa, two home economics teachers have been employed to work in the Model Cities program.

Consumer and homemaking education programs are being offered in Milwaukee, Racine, and several communities in northern Wisconsin to the wives of Manpower Development and Training enrollees and Adult Basic Education students. Homemaking teachers coordinate and teach lessons on personal development, consumer education, money management, meal management, child care, and relationships. Husbands join their wives in class when discussing family affairs and problems which will require a joint decision.

The consumer and homemaking education program which has been offered for several years to adults in the St. Paul Public Housing Project was expanded in 1969-70 to include senior citizens and also offerings in Basic Adult Education.

Parent education programs are being offered in the low-income areas of Prince Georges County, Md. A homemaking teacher, added on the elementary school staff, offers classes and individual consultant help in consumer and homemaking education to economically, socially, and culturally disadvantaged parents of sixth-grade children. She also teaches consumer and homemaking education to the sixth graders, and serves as a liaison between the school and their families.

Parent cooperative preschool programs in Everett and Seattle, Wash., have been encouraged for economically disadvantaged parents and their preschool children. The parent education component of the State's parent cooperative preschool programs has received support from vocational home economics funds allocated for adult education. This component is made up of mothers (and fathers) who organize to provide supervised play for their children and parent education for themselves. Ordinarily they share in paying the salary of the teacher of the children, and also take turns in assisting with the program. The teacher becomes qualified by participating as a parent in a cooperative preschool program. Some parents have completed the 2-year child-care assistant program offered at community colleges. The certified parent-education teacher is provided by the community college. (In Washington State all adult education under vocational education is administered by the community colleges.)

Mothers on welfare are participating in parent groups in Everett and Seattle, and each city's community college provides the children's teacher and the parent education teacher. Churches provide a place to house the preschool programs, and community groups provide transportation for the mothers and children.

Many varied approaches are being taken in adapting consumer and homemaking education to the needs of individuals and families in economically depressed regions throughout the country. Besides helping the residents as consumers and with home and family problems, efforts are being made to encourage residents to enroll in occupational training programs to enable them to secure jobs and raise their living standards.

Special Programs for Rural Areas

Homemaking education nas been offered in small rural high schools for many years. Although, the enrollments are usually too small to warrant programs of occupational home economics in most rural high schools, some of the home economics courses include units which orient students to the world of work, and acquaint them with various community service jobs and the training required for these jobs. Four rural school districts in Pennsylvania offer a course aimed at training people for employment opportunities outside their home community. Since most rural students leave their communities to seek work in urban centers, they learn about the jobs available, the kinds of clothes required for different kinds of jobs, how to find a place to live away from home, management of time and money, how to shop in a supermarket, eating out and other social amenities, how to use a laundromat, choosing friends, and where to go for fun.

Another rural county in Pennsylvania offered a 6-week summer program to a group of girls who had just graduated from high school. This program emphasized how to find and keep a job. Some who married during the summer also needed help with problems in establishing a home, especially money management and consumer education, meal management and nutrition, and home furnishings.

Some of the small schools in Nebraska have semester courses for senior boys and girls as a part of the home economics programs. The course, Cultural Mechanics, includes a unit on orientation to the world of work, information on jobs available in the area, and where to secure training, if needed.

In a small community in Florida, a multi-area occupational program combines class instruction and supervised work experiences. Students rotate in groups, working in a retirement home, in local stores, and in the kindergarten for 4 to 6 weeks. Three-to 4-week periods of class instruction are interspersed with the work experiences.

The homemaking teacher in a small community in Kansas works as a team member with the agriculture and business education teachers. They help 11th-grade boys and girls explore career opportunities, job possibilities in the community and within a 50-mile radius, understand training needs, learn how to secure and keep a job, and make good use of the paycheck. Short work experiences in four different jobs help the students to identify their particular vocational interests. During the senior year, students select one type of job for a supervised cooperative work experience. Each teacher shares in teaching the 11th-grade course and in supervising students on their try-out and work experiences, clustering the jobs most related to the fields of agriculture, home economics, and business.

Home Economics Programs in the Middle School

In a number of States, middle schools are developing, and many provide courses in personal development and family living for sixth, seventh, and eighth graders. In two schools in Dallas, Tex., sixth grade girls and boys enroll for a full year in a Personal Living Course. No manipulative skills are taught, but emphasis is on interpersonal relationships,

personal development, consumer education, selection of food, and child care. One of the new middle school buildings has a child development laboratory which allows sixth graders to observe children and to participate in some of the laboratory activities.

In New Jersey, several fifth- through eighth-grade middle schools are being developed. The curriculums include units in consumer education and exploration of careers.

Exploration of careers and self-actualization experiences form the core of the curriculum in consumer and homemaking education in Pennsylvania's expanding middle schools.

OCCUPATIONAL HOME ECONOMICS PROGRAMS

Enrollments in occupational home economics programs grew rapidly after the passage of the Vocational Education Act of 1963. In 1964 there were 1,500 enrollees compared to 113,297 enrollees in 1969.

New opportunities have been emerging for personnel trained in all of the areas of home economics. With the emphasis being given in our society to meeting the human service needs of people, there should continue to be an increasing need for personnel trained in home economics-related occupations. Home economics education personnel in State departments of education and in local schools work closely with the agencies which hire trainees to insure that relevant curriculum materials and training programs are available. Teacher education programs have been expanded to offer training for teachers of occupational home economics.

Programs on the Secondary Level

The secondary-level occupational home economics programs which have the greatest enrollments are food management, production, and service; care and guidance of children; clothing management, production, and service; and home and community services. In Denver, Colo., a 2-year secondary program called "HERO" (Home Economics Related Occupations) is offered. Laboratories are equipped to permit students to have simulated experiences in five occupational areas of home economics during the first year of the program. During the second year of the program they participate in supervised cooperative work experiences in an area of their choice. One girl who came from a large family on public welfare, selected food service and was placed in a local cafeteria. She did so well that she was assigned duties at different work level stations, and will be trained as a manager upon graduation from high school.

In Colorado, Arizona, and Texas, many of the occupational home economics programs on the secondary level are offered as cooperative work-experience programs. An 18-year-old high school graduate in Texas, who had enrolled in and completed a 2-year cooperative supervised work-experience program in food service, was able to earn $4,800 with two raises of $600 within a short time. She lived with her family of five in a one-room home. With the money she earned, two additional rooms were built on the home for the family.

The FEAST Program (Food Education and Service Training is expanding in a number of secondary schools in Arizona, California, Nevada, and Washington. In this program, the mathematics and English teachers relate their subject content to the curriculum in the food service field. This teaching approach has been particularly helpful to students with middle- and low-level achievement records. A guidance counselor is the fourth member of the team, which works with a group of 60 students or less.

A training program in Fabric Maintenance is offered in the high schools in Pittsburgh, Pa. The person who developed this course studied a year for it at the National Institute of Drycleaning. Child care aides in training gain experience by working with children in local hospitals. Their work starts at 2:30 p.m., following the children's afternoon naps. They help with the play activities, and assist in feeding the children their dinner before leaving the hospital. In Oregon, a new food cluster program is being developed. Six pilot schools tried out the new curriculum during 1969-70.

Postsecondary Programs

A number of new curriculums for 1-year and 2-year programs have developed for postsecondary students. In the area vocational school at Anoka, Minn., an apparel specialist training program has been developed in cooperation with the local apparel industries. This program prepares students for jobs in the clothing industry--cutting, power sewing, and so forth. Some students become interested in design which requires additional training.

A design and modeling course related to the fashion industry is offered at the Miami-Dade County Junior College in Florida. New programs in fashion careers and fashion retailing are being offered in community colleges in California. In Wisconsin, a fashion merchandising program is being offered with home economics and distributive education. 'Apparel merchandising and interior decoration postsecondary offerings are now available in Oklahoma. Interior design courses are being offered to urban residents in a number of communities in Wisconsin.

Two-year programs to prepare child care assistants are offered in several California community colleges. In this State, a committee is working to develop a plan for the articulation of training programs in child development from the secondary, the postsecondary, through the college levels. In Seattle, Wash., a 2-year early childhood education program is being offered. Enrollees may select for major emphasis child development, parent education, or early elementary education. Those who complete the parent education emphasis are prepared to teach the children in the many preschool cooperative parent education groups in that State.

In addition, the Seattle Community College offers a 2-year program to prepare teacher aides. In Ohio, a curriculum for preparing elementary education technicians is being developed. Home economics teacher aides received training during the summer of 1970 at Western Michigan University, and local directors of vocational education agreed to hire those completing the program.

A new 2-year associate degree curriculum which prepares community service workers is offered in Colorado at the Denver Community College. Some family and child development courses from the home economics program are included, but most of the courses are in the social sciences and social work. Graduates from this program secure jobs in county welfare departments and local social service agencies.

The postsecondary program to prepare food service supervisors, according to standards set by the American Dietetic Association (ADA), requires 90 hours of classwork and 90 hours of supervised work experience in an approved hospital. In Oklahoma and Tennessee, students who complete these requirements are eligible for membership in the Hospital Education Institutional Food Service Society (HEIFS). By 1972, all food service supervisors in hospitals in Oklahoma must meet ADA's training standards.

Home economics teachers and teachers in some other vocational programs work together in serving postsecondary students in Wisconsin. Personal development courses are offered to office occupation and barbering students; textile courses are offered to merchandising students enrolled in distributive education; and elective courses in consumer and homemaking education are available to these students.

Offerings for Adults

In the community college at Tacoma, Wash., programs are offered to prepare individuals for three levels of housekeeping jobs. The first level prepares for hotel-motel institutional housekeeping jobs; the second level prepares for supervisory housekeeping jobs; and the third level prepares for executive housekeeping jobs. An advisory committee made up of employers who are members of the National Executive Housekeeping Association assisted in developing the curriculums.

Several States offer programs for managers, cooks, and workers in school lunch programs in cooperation with school food service supervisors. Iowa State University offers these programs each summer. Area vocational-technical schools in the State supplement training opportunities by ofering courses to persons who are unable to enroll in the programs at the State university. Workshops are also held on the University of Nebraska campus each summer. The university furnishes the instructors--one in institution management (food preparation, serving, etc.) and one in home economics education (supervisory techniques). The local public school systems pay the expenses of the participants who attend the workshops. After enrolling in a 3-year sequential training program, an individual may be certified as a school lunch manager. This is a requirement in a number of States. In Arkansas, an itinerant food service teacher, who is paid from vocational education funds, travels throughout the State conducting classes for school lunch cooks.

In one city in Missouri, hospital food service workers are released for a half day for several weeks for supplementary training in food service, taught by home economics teachers. In Ohio, Iowa, Louisiana, and Oklahoma, supplementary training programs have also been offered to nursing home cooks. These courses are planned in cooperation with the State Nursing Home Associations. Catering courses are of interest in some States. The District of Columbia offers a program in catering and the students are being placed in good jobs.

Group care of children is another program in which area home economics education personnel and children's services division in State and county welfare departments cooperate. In the State of Georgia, standards are being gradually raised for the personnel who work in group care of children. Courses in child development have been offered throughout the State for those who work in day-care centers, nursery schools, or care for four or five children in their homes. A special course in "Care of Children in Your Home" is required for the latter group. Their homes must meet the State licensing requirements for family day care. Wisconsin also has a similar requirement, and home economics teachers with special training in child development offer courses to individuals who care for children in their homes. In Kentucky, programs to train day-care center workers are developed cooperatively with the State Department of Child Welfare. That agency recruits and places trainees, and home economics teachers provide the instruction. Certificates earned are displayed in the day-care centers where the trainees work.

In Atlanta, Ga., a child development course is offered for senior citizens. After training, these individuals work as "Foster Grandparents" 4 hours a day in a Model Cities neighborhood day-care center. Programs for foster parents are offered in Minnesota and South Carolina, and for cottage parents in Louisiana. In several States, home economics teachers of child care work with the 4 C's (Community Coordinated Child Care) program. This offers opportunities for home economics teachers to work with other agencies by offering training programs for child care personnel to meet agency needs.

Tourism is creating employment opportunities for workers trained in occupational home economics. It is South Carolina's third largest industry. Hotel-motel housekeeping is a popular training program with the managers in that State. In Puerto Rico, short courses are offered to those who are employed by tourists as baby sitters or companions to the elderly; short courses are also offered for the training of food service workers, day-care workers, clothing maintenance workers, assistants to interior decorators, and assistants to a florist.

In several States, occupational home economics programs are offered in cooperation with the health occupations programs. In New York State, an agreement has been made that home economics education will offer all courses which train unlicensed health workers, such as nurse's aides and homemaker home-health aides. In Tennessee, training for homemaker-home health aides is provided by home economics education in cooperation with the public health department. That department recruits and places the trainees, and the home economics teacher and nurse share in teaching the course. In New Jersey, home economics education and health occupations staff members in the State Department of Education have developed "Home Economics-Health Occupations" (HEHO) programs. Nurse's aides and homemaker-home health aides are trained in these programs. Students in New York and California who receive training in the secondary school as nurse's aides are taught by home economics teachers.

Programs for Persons with Special Needs

Youth and adults with special needs are being trained for jobs in occupational home economics programs in several States. In Florida, a homemaking

aide training course is offered in schools and supplemented with supervised work experiences in homes. Occupational training programs in child care, food service, and clothing alteration are offered for migrants to enable them to enter the labor market. The correctional school for girls in Alabama offers occupational courses in floral designing and child care. Occupational programs are offered in four State institutions--(a) for the mentally retarded, (b) the deaf (a training movie is being prepared for these students), (c) the training school for girls, and (d) the blind.

One of the schools for Indians in South Dakota offers several occupational courses. Boys and girls enroll in the food service course. The supervised work experience takes place in the dormitory dining room. Lunches are prepared and served in a small house which has been converted into a cafe. Those taking waitress training work in the cafe. They also work in downtown restaurants for pay. The homemaker aide trainees gain their supervised work experience in teachers' homes on weekends.

A food service training program is offered in a men's reformatory in Iowa. In Kentucky, women in the Worker Incentive (WIN) programs have been trained to work in day-care centers.

Facilities for Occupational Home Economics Programs

Some States have provided special facilities for occupational home economics offerings. In North Carolina, a one-room laboratory includes a short-order kitchen, flexible child care facilities, and a management and health services unit. The health occupations laboratory next door may also be used. In West Virginia, a "home economics cluster" laboratory has been set up. It includes a food service area at one end, a small apartment with a bedroom which can be changed from a motel room to a hospital room, a dining-living room area in which home and community services can be taught, and the center of the room is used for teaching a course in clothing services.

In summary, the curriculum and teaching of occupational home economics will be relevant and more jobs will emerge for which trained personnel are needed if teachers continue to seek the advisory help of agencies, businesses, or organizations which employ the trainees. As a result, home economics programs will expand and make valuable contributions not only to those who receive the training but also to individuals and families in the community.

TEACHER EDUCATION

Inservice Programs

Changes in the programs of vocational home economics education for youth and adults in schools have led to changes in teacher education programs at the preservice and inservice levels. Most States conduct conferences each year for home economics teachers; in some States these include teachers in all vocational education services, with joint sessions as a part of the program. During 1969-70, conferences for home economics teachers emphasized the teaching of consumer education, nutrition, and adjustments in curriculum to prepare for the dual role of homemaker and wage earner. State conferences have for some time helped teachers to improve techniques in working with socially, culturally, and economically disadvantaged individuals and families.

Special aids for those teaching in occupational programs are being provided to insure that experiences offered students are relevant.

In addition to the regular annual Oklahoma State teacher's conference held in the summer of 1969, a one-day meeting on consumer education was held in the spring of 1970. About two-thirds of the home economics teachers in the State attended this meeting and most of them brought one or two homemakers from the community. These teachers will conduct followup conferences in the community in the fall of 1970. In North Dakota, vocational administrators have made arrangements with the State universities for teachers who desire college credit for the week spent at the annual State conference.

In many States, area or district meetings are held during the year. In Florida, as in several other States, teachers may attend the one-day "drive-in" conferences which focus on a particular aspect of the vocational home economics program. In Washington State, one of the two semiannual meetings which cover 16 districts focused on the teaching of consumer education. This State made a survey to find out what teachers think they are teaching in consumer education. After a number of inservice activities to help teachers with consumer education are completed, the survey will be repeated to find what changes have occurred in this subject area. In Mississippi, three workshops were held in the summer of 1969 at institutions on the teaching of consumer education and, six district meetings were held that fall. In the spring followup meetings, teachers reported how they had expanded consumer education as a part of homemaking education curriculums.

Graduate students at the University of Delaware have developed video-tapes to assist in updating teachers in home economics subject matter. "Fashion and Fabrics" and "Housing and Home Furnishings" were shown throughout the State for teachers to view. At Florida State University, video-tapes have also been developed on different consumer education topics for student teachers and inservice programs. Winthrop College, at two locations in South Carolina, offers a one-credit inservice extension course for teachers on methods and materials for teaching consumer education. A collection of teaching aids on consumer education for student teachers and teachers has been set-up in Alabama at the Tuskegee Institute instructional materials center. North Texas University broadcasts radio programs on consumer education and nutrition. Learning packages on concepts on consumer education have been developed at Texas Technological College for its student teachers.

Preservice Programs

Most institutions which prepare home economics teachers have placed increased emphasis on preparation for the teaching of consumer education. Consumer education courses for undergraduate and graduate students have been revised or added. Texas Christian University has added tapes of interviews with specialists in consumer education to its store of relevant teacher-education materials. Delaware State College offers a service program on consumer education for adults in the community, and includes student teachers' participation in offering the program. In addition, the college correlates consumer education with its Black Studies Program. Each student teacher at the University of Tennessee completes a project on consumer and homemaking education which involves working with adults in the community. The students work with the Head Start leader. Each one

contacts a family interested in obtaining help in home improvement and use of the food dollar; then she visits the home each week to assist the family with its problems.

Colleges and universities are offering student teachers a variety of experiences to help them become sensitive to the needs of socially, culturally, or economically disadvantaged individuals and families. A number of institutions include experiences with welfare families and community agencies as part of the home management and family finance courses. New Mexico State University follows this plan. At Florence State College in Alabama, two home economics faculty members serve as consultants on consumer education to the surrounding counties. This activity is part of the community action program sponsored by the Office of Economic Opportunity. Student teachers at Brigham Young University in Utah gain worthwhile experiences as workers in the community action program, the Head Start program, Half-Way House, and programs for senior citizens. Students enrolled in the adult education course on home and family living at North Dakota State University teach adult groups in the Model Cities program as part of the teacher preparation requirements. At the University of Missouri, prestudent teaching experiences include work with community agencies which serve disadvantaged individuals and families. During their junior and senior home economics methods courses, students work with handicapped individuals.

The home economics teacher-educator at Central Michigan University spent a summer working with a county social welfare worker so that she could help student teachers understand the problems, strengths, and life styles of the economically and socially deprived. She arranged for her students to assist these families with such problems as household sanitation and house cleaning, keeping homes warm during the winter, and improvising space when no closets or cabinets were available. They showed disadvantaged families the best way to use their limited cooking equipment and utensils, how to buy with skill, and how to make over cast-off clothing. At the Drexel Institute in Philadelphia, student teachers gained an understanding and appreciation of cultural differences among children when they assisted in nearby elementary schools. These students also work in a storefront school for pregnant girls and in a Half-Way House for mental patients.

Student teachers at Oklahoma State University learn how to individualize instruction according to the varying backgrounds and needs of pupils. They develop materials which students may use alone or in groups. At the University of Nebraska, a new course, Identifying the Disadvantaged, is being offered majors in home economics education, extension, human development, and food and nutrition. The home economics club at Berry College in Georgia selects a service project each year which helps members learn about people different from themselves. For one year they worked at the distribution office for commodity foods and became acquainted with the people who came to the office once a month for the food allotments.

Teachers of occupational home economics courses need to have on-the-job experience. At Kent State University, a graduate may qualify for both a teaching certificate in homemaking education and job training if she has completed a successful year of work experience in the occupational area in which she plans to teach. At Stout State University, all home economics education majors are required to earn two semester hours of credit in a

work experience during the summer. For this experience, students set up objectives, submit weekly reports, and a seminar is held when students return to the campus in the fall. Some supervision by the home economics education faculty is provided. At Queens College in New York City, home economics majors receive credit for a 4-hour field-experience course before student teaching. Video-tapes of various occupational programs in home economics have been made to extend the experiences of student teachers at Marywood College in Pennsylvania.

At Rutgers University in New Jersey, a senior course on curriculum for home economics education majors is blocked with home management residence. It includes the following field trips: (a) a school where ten occupational programs in vocational education are offered; (b) a school with modular scheduling, individualized instruction, an instructional materials center, and a middle school; (c) programs for migrants; (d) Head Start (including parent groups);(e) a nursing home for the elderly; (f) places where occupationally trained students in home economics are placed; and (g) a regional meeting of the Future Homemakers of America. They also help with lessons offered for a WIN group, view video-tapes of different teaching situations, and participate in micro-teaching and interaction analysis. At the University of New Mexico, a senior seminar and field experiences provide an opportunity for student teachers to select individual projects which can help them develop an understanding of students and family life patterns, and acquaint them with home economics-related occupations. At the State University College of Education at Plattsburgh, N.Y., two student-teaching experiences are offered, the second of which is 4 weeks in length. Each student selects the type of experience which will be of most value to her--an inner-city school, an occupational program, a rehabilitation program, a public utility, a home economics extension program, and so forth. At the University of Missouri, the length of the student-teaching experience varies, depending upon the needs of the student. Some teach for the full term; others use part of the term to gain additional related job experiences.

In a number of institutions, home economics education majors enroll in vocational education courses required for all vocational education students. At the University of Arkansas, all vocational education students enroll in "Orientation to Vocational Education," "Program Planning," and "Techniques of Teaching." Methods courses and student teaching are taken in each particular field. At Colorado State University, student teachers from the different vocational education service areas are placed in the same student-teaching centers so that they may work together and take the course, "Principles of Vocational Education."

Curriculum revision in home economics education has been carried out in several institutions. At Pennsylvania State University, the following were used in revising the undergraduate curriculum for home economics education majors: (a) findings from research on conflicts between homemaker-professional roles, on teaching the disadvantaged, and on self-actualization; (b) "Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development;" (c) State guidelines on requirements for home economics certification; (d) College of Education competence guidelines for teachers; and (e) student evaluations. At Cornell University, a core of courses is taken by all home economics education, health education, and social service students. The following two new courses have been developed

for teaching majors: (1) a 4-credit-hour course taken after the junior year to help integrate what has been learned through discussion of human problems such as malnutrition, population control, and so forth; and (2) a one-credit-hour laboratory course offered concurrently with educational psychology which includes analysis of teaching situations and work with teenagers.

In Indiana, a cooperative approach has been developed for helping home economics majors earn their Master's degrees. The four State institutions which offer graduate programs have formed the Intercollegiate Coordinating Countil. Home economics credits taken at one institution are transferable to the others in counting toward a Master's degree. Institutions take turns each summer providing special offerings which meet the needs of teachers.

SUMMARY

Schools have made progress in expanding and strengthening home economics education programs to meet the current needs of youth and adults. Consumer and homemaking education programs are being revised to give greater emphasis to consumer education, nutrition education, child development, and family life; curriculums are being adapted to consider the dual role of homemaker and job holder; and greater attention is being given to professional leadership development. A variety of new approaches are being used to take consumer and homemaking education to disadvantaged families who live in the inner cities and remote rural areas.

Occupational home economics programs will continue to grow as advisory groups from community agencies, businesses, and industries help identify new career opportunities for paraprofessionals in the human service occupations.

As a supporting service to vocational education, home economics education can contribute to the success and well being of workers by helping them to improve the quality of home and family living.

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